



**UNIVERSITY OF COLOMBO**  
**SRI LANKA**

**INSTITUTIONAL QUALITY ASSURANCE REVIEW**  
**2009**

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## Preamble

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### *The University of Colombo, Sri Lanka*

Deriving its heritage from the oldest higher educational institution in Sri Lanka, i.e., the University College, the University of Colombo is a sprawling complex located in the heart of the capital city of Colombo, Sri Lanka. In keeping with its motto “Buddhi Sarvathra Bhrajate”, Sanskrit for “Wisdom Enlightens”, the University of Colombo strives to maintain academic excellence in all areas of study. The University of Colombo has 7 Faculties with 42 Academic Departments, a Campus, a School, 6 Institutes and several Centres and Units. Many undergraduate and postgraduate study courses in the fields of Arts, Science, Medicine, Management, Finance, Law, Education, IT, Aesthetic Studies, Molecular Biology, etc. are conducted by the University. The University also offers several other services, such as library services, career guidance, and services for differently-abled students. The Faculty of Law, the one and only law faculty in the country expanded to 3 Departments in 2009 after its 42 years of existence.

Student life is enhanced by a plethora of extra-curricular activities offered on campus. The beautiful playground and the modern gymnasium offer sportsmen and women the opportunity to exploit and develop their abilities to the fullest. The New Arts Theatre is often the arena for spotlighting the dramatic and musical talents of our student population.

Today, the University of Colombo with a proud history of over 115 years continues in its endeavour to meet the challenge of maintaining its position as a “Metropolitan University, Modern and International in Outlook and Character”. The location of the University affords the student population all the advantages of a “Metropolitan University”, with easy access to international information/resource centres, libraries, theatres, sports complexes etc. Its central location within the City of Colombo provides easy access to a wide range of cultural, entertainment and business facilities. Backed by its long and proud history, together with a rock-solid academic and administrative infrastructure which has stood the test of time, the University has evolved to embrace modern and innovative approaches to teaching, research,

and service to the community. The University of Colombo has a multi-cultural multi-ethnic student and staff population, fostering social harmony, cultural diversity, equal opportunity and unity.

The University Council which is the governing authority of the University consists of the Vice Chancellor (as the ex-officio Chairperson), Rector of the Sri Palee Campus, Deans of the seven Faculties (9 ex-officio members), two representatives of the Senate, and twelve members appointed by the University Grants Commission. A general convocation and a post graduate convocation are held annually, and each year approximately 4500 graduates and 1250 post graduates are awarded degrees from the University of Colombo.

*Process of Institutional Quality Assurance Review*

In 2009, under the direction of the Vice Chancellor, Professor Kshanika Hirimburegama, the University of Colombo undertook a self-evaluation for the purpose of Institutional Quality Assurance Review (IQAR). The process undertaken towards this aim is detailed here.

A core group of academics were nominated by the Senate and the Council to coordinate the process of IQAR. The Quality Assurance Handbook for Sri Lankan Universities, published by the University Grants Commission, was used as a guideline for this process. Two academics were nominated to overall coordinate the activity. In the QA Handbook, the UGC identifies 8 domains under which the various aspects of QA review should be categorized. Hence, one or more academic staff members were nominated as domain coordinators; their role was to collect and analyze data relevant to each of the 8 domains. For the purpose of collecting data from the different Departments, Institutes, Units and Centres, representative academic staff members from each of these administrative units were appointed, through a process of nomination by the Head of each administrative unit; in general, these representatives were senior academics who were not Heads of the units. A series of consultative meetings were held with the participation of the Vice Chancellor, the coordinating core group, Deans, Directors, Rector, Acting Registrar, Bursar, selected SARs and SABs, and unit representatives. Data acquisition for the above was effected by various mechanisms. The main mechanism of obtaining information was through a set of detailed questionnaires which were circulated to the departmental coordinators as well as other key academics and administrators in the University. These questionnaires were prepared after detailed discussion and review at the consultative meetings described above. In addition to this, information was obtained directly from the relevant sources.

Information collected by the above means were analyzed by the core group of academics, who then developed the final Self Evaluation document which is presented here.

## Domain 1

### University Goals and Corporate Planning

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#### **Review of the University's Vision and Mission Statements, and Goals and Objectives**

The preparation of the University's Self Evaluation for Quality Assurance Review coincided with a full scale review of the University's Mission and Vision statements, as well as its Goals and Objectives. This review was undertaken in 2008-2009, and was performed through a structured programme of consultative meetings and other activities led by the Vice Chancellor, with the participation of Deans of Faculties, the Rector of the Sri Palee campus, the Registrar, Bursar and other senior administrators, and key academics. The outcome was a comprehensive Corporate Plan document for the years 2008 to 2012. This Corporate Plan document was presented to and approved by the Senate and the Council of the University.

Previous Mission and Vision statements were reviewed and revised to fall in line with the changing role of the University as a leader in graduate and postgraduate education, research, development, innovation, and service. Hence, the University's Vision is to be "A center of excellence of regional and international repute, through building synergies between knowledge, education, research and entrepreneurship for national development and democratic values in a plural society". Its Mission is "To be a center of excellence in learning and knowledge creation with commitment to providing human resources of high ethical standards and social responsibility, who are innovative, with independent thinking and analytical skills, contributing to national development".

The University based its goals and strategies on certain key values, namely: academic freedom, continuous learning, innovativeness and exploration, integrity, social responsibility and accountability, diversity of subject discipline, commitment and efficiency, team spirit, and equal opportunity.

With these values at its foundation, the University identified **seven goals**, as follows:

1. Achieve standards of excellence in teaching and learning, to produce skilled and competent graduates
2. Achieve standards of excellence in pure and applied research
3. Optimize dissemination of knowledge with relevance and quality, to develop skilled and competent individuals
4. Create a university community committed to independent and creative thinking, with social responsibility
5. Create a team spirit and a sense of institutional commitment by promoting inter-staff and staff-student interaction, together with interaction between them and the research and development community
6. Contribute to public policy formulation and national development
7. Enhance and optimize financial resources, develop infrastructure, professionalize administration and financial management to achieve the other goals

Several key objectives were identified under these goals. Various strategies were developed to achieve these objectives, and the activities which should be undertaken to achieve these objectives were detailed.

The corporate plan was developed as a dynamic plan, which would undergo a continuous process of monitoring and review, allowing for appropriate modification based on changing needs and circumstances. Alternate and contingency plans were also put in place to handle these changes. A process of responsibility, accountability, and audit was also adopted, with central governance by the Vice Chancellor and Council of the University. For practical purposes, the dynamic corporate plan was developed using the software package Microsoft Project 2007®, in the form of Gantt Charts. These were distributed to the Deans and other key administrators to monitor and implement activities.

Based on the corporate plan, an activity plan for each year would be produced at the beginning of the year. The progress report for 2008 based on the Corporate Plan activities was published



in mid 2009. Satisfactory progress in most strategies was achieved during 2008, according to this progress report.

### **Implementation of the corporate plan**

One of the obstacles to implementation of the corporate plan is inevitably the difficulties in dissemination of the goals, objectives and strategies to the different administrative units of the University. To overcome this, the Corporate Plan was circulated to Deans and Heads of Departments. Faculties were made responsible to implement and incorporate the strategies and activities as relevant. This was hoped to prevent variation and lack of coordination between the strategies and activities of the individual Departments with the University's Corporate Plan.

Realistic funding sources were identified for the various activities, wherever possible focusing on the importance of self sustainability and income generation to the University. It was felt that this would buffer the University from being affected by limitations in treasury funding.

### **Key areas**

The University identifies certain key areas of innovation which would add value to the educational, research and service programs of the University. These areas also focus on making graduates more employable and better trained for a developing economy, as well as on increasing the opportunities for higher education to the community. The key areas identified were

- Enhancing information technology expertise- enhancement of IT learning infrastructure
- Enhancing English knowledge
- Developing collaborative international links for education and research- for this purpose the International Unit of the University of Colombo was established.
- Developing distance education and online learning, with the establishment of a Virtual Campus.
- University-industry and University-community interactions. The University of Colombo Science and Technology Cell was established.

The Senate, the Council, and administrators and academic administrators are well aware of the goals, objectives, strategies and activities of the Corporate Plan. At Faculty level, Faculty staff members have been made familiar with these as well, through a series of meetings arranged by the Deans. Individual departments have been provided with the Corporate Plan, and Department Heads are responsible for developing their own corporate plans based on the master plan.

## Domain 2

## Financial Resources and Management

The University of Colombo receives its major funding from the Treasury. In 2009, the University received Rs. 1,351,500,000, and this is an increase of a mere 0.2% from 2008 in which Rs 1,348,800,000 was received. In 2008, approximately Rs. 995,400,000 was spent on recurrent expenditure and Rs. 353,400,000 was spent on capital expenditure (see Table 2.1 for details for the last five year's funding and expenditures). Recurrent expenditures include emoluments, utilities, supplies, travelling, maintenance, and contractual services which constitutes 79% of the Estimates in 2009. Capital expenditure includes acquisition of assets, new buildings, ongoing projects and purchase of library books. The Treasury releases the money allocated to the University over time. The University receives 100% of the money estimated for emoluments whereas only 70%-80% (and in one year only 40%) of the estimate for capital expenditure is received each year.

**Table 2.1: Total Estimate, Recurrent and Capital Expenditures**

	Estimates received from the Treasury	Recurrent expenditure	Capital expenditure
2005	811,550,000	647,500,000	164,050,000
2006	1,126,292,000	832,292,000	294,000,000
2007	1,180,234,000	951,034,000	229,200,000
2008	1,348,800,000	995,400,000	353,400,000
2009	1,351,500,000	1,071,500,000	280,000,000

The six Institutes and the School of Computing under the University of Colombo receive funding directly from the Treasury (see Table 2.2). These funding are directly given to these institutes and are not included in the annual allocation given to the University of Colombo. Some of these institutes also have additional sources of funds such as research grants and fee levying courses.

The University of Colombo receives additional funds (see Table 2.3) from fee levying courses. Individual academics and Centres receive research grants from various sources, such as donors, and National Science Foundation, National Research Council, Council for Agricultural Research Policy(CARP), Third World Academy of Science , International Foundation of Science, World Health Organisation, and funds are also received from donor agencies for specific projects under bilateral agreements (e.g., SIDA loaned the funds to establish the Institute of Biochemistry, Molecular Biology and Biotechnology, USAID and SIDA funded the Library for the subscription of online journals).

**Table 2.2: Funds Received, Recurrent and Capital expenditure of the Institutes (in Rupees)**

	Estimates received from the Treasury	Recurrent expenditure	Capital expenditure
2005	172,775,000	140,295,850	32,594,000
2006	182,001,000	145,995,700	35,178,800
2007	222,384,506	185,704,017	32,350,576
2008	258,401,088	219,842,896	40,225,630
2009	256,482,441	230,464,071	22,289,031

**Table 2.3: Other Funding Sources of the University**

	2005	2006	2007	2008	2009 (half year)
Fee levying courses	65,420,194	115,755,294	125,159,884	142,832,649	115,557,289
Research grants	111,078,425	79,207,508	85,104,797	69,909,453	62,284,225

The annual Estimates of the University is allocated among the seven Faculties and Sri Palee Campus on the basis of number of students, new programmes and any other relevant criteria

agreed upon. In addition, the Health Centre, Library, Staff Development Centre and other Centres, Career Guidance Unit, branches and projects are also allocated funds from the Estimates. Table 2.4 shows the actual recurrent expenditures by the seven Faculties and Sri Palee Campus over the last five years.

**Table 2.4: Actual Recurrent Expenditure by the Faculties and Campus (amounts in Rupees).  
Student population given with in parenthesis.**

	2005	2006	2007	2008	2009 (half year)
Medicine	159,297,637 (1388)	189,203,351 (1413)	213,711,100 (1278)	228,021,248 (1353)	111,324,010 (1336)
Science	113,339,536 (1239)	159,574,516 (1383)	173,905,198 (1476)	174,856,473 (1563)	088,407,304 (1715)
Arts	119,170,964 (3020)	143,279,326 (3081)	157,133,440 (3042)	164,050,774 (2613)	083,121,791 (2670)
Management & Finance	132,555,450 (1767)	146,262,758 (1566)	151,650,927 (1574)	155,035,924 (1586)	029,384,663 (1623)
Law	121,447,201 (803)	127,794,797 (820)	130,461,855 (802)	131,396,321 (784)	016,481,008 (835)
Education	123,176,227 (277)	127,699,716 (284)	130,307,023 (334)	130,303,650 (449)	015,067,535 (296)
Graduate Studies	113,074,029 (350)	113,985,369 (398)	114,228,561 (709)	113,963,580 (877)	012,046,384
Sri Palee campus	131,526,737 (276)	142,448,835 (226)	149,454,571 (222)	149,068,087 (276)	026,022,514

As mentioned above, the Library receives an annual allocation from the University. In the last five years it has received an allocation of over Rs 25 million. In 2006, the Library received Rs. 33.5 million to render its services.

The annual fund allocations for the entire University is the responsibility of the Finance Committee headed by the Vice Chancellor and consisting of three appointed Council members, Deans, Rector, Librarian, Registrar and Bursar. The Finance Committee is a subcommittee of the University Council. The Finance Committee meetings are held once a month. The Bursar is the convener for this committee. The Bursar after receiving note from Deans and Librarians prepares the Estimates for each year and submits it to the Dean's Committee for finalization. The Estimates (both capital and recurrent) are then forwarded to the Finance Committee for discussion and recommendation to the Council. The Finance Committee has the responsibility to make policy decisions on spending as well as approve/recommend to the Senate/Council the budgets of extension programmes, and the spending of the Faculty Development Fund.

In addition, there are the Planning and Development Committee and the Buildings Committee, which prioritise the resource allocation for fixed assets and other infrastructure. The Planning and Development Committee meetings are held every month. The members of the Planning and Development Committee are Deans, Registrar, Bursar, Directors of the Institutes, and University of Colombo School of Computing, Librarian, Rector, Works Engineers, Senior Student Counselor and President of the Faculty Centre. The Vice-Chancellor chairs the meetings. The convener for this Committee is the Senior Assistant Registrar for Capital Works & Planning.

The Buildings Committee also meets once a month headed by the Vice-Chancellor. The members of this committee are the Deans, Librarian, Registrar, Bursar, Works Engineers, and the Deputy Registrar of the Faculty of Medicine. The Buildings Committee approves and monitors new building construction in the University. The convener for this Committee is the Senior Assistant Registrar for Capital Works & Planning.

The Deans allocate the funding received to their respective Faculty to the academic departments on the basis of the number of students and other needs. Allocation of the capital

expenditure such as new buildings, renovation of classrooms, and student computer laboratory is decided by the Dean and the Heads of departments as these are common facilities. Institutes of the University have final autonomy and the Director and the Board of Management make decisions regarding financial resource allocation within the Institute based on the corporate plan/activity plan/programmes.

In terms of financial management, all the Institutes and the School of Computing of the University of Colombo, except the newly established Institute of Agro Technology and Rural Sciences (IARS), have a Senior Assistant Bursar (SAB) to manage their finance. However, these SABs do not come under the purview of the Bursar. Sri Palee campus also has a Senior Assistant Bursar, who is under the Bursar. IARS's financial management is still handled by the Research Management Unit (RMU). Unlike the other Faculties, the Faculty of Medicine has a SAB. There is a mechanism to monitor the use of allocated resources in the University. The Bursar maintains a Vote Ledger from which expenditure, both capital and recurrent, can be monitored. The Bursar's office prepares various analysis reports monthly, quarterly, half-yearly and yearly and sends the reports to the Finance Committee, UGC, Treasury, and the Ministry of Higher Education. In the Institutes, monthly reports, quarterly progress reports are prepared by the SAB and sent to the Board of Management and Treasury for monitoring.

The interviewees and respondents felt that the financial management of the University can be improved if all the relevant persons (e.g., SARs of the Faculties, Heads of Departments, Deans) in the University cooperate more effectively. Each Faculty and Department should have short- and long-term plans with regard to their recurrent and capital expenditure. One benefit of such planning is that last minute purchases can be avoided and money can be saved. If the University plans to decentralize financial management, competent people (e.g., SABs) are essential. There is a plan to restructure the RMU and to increase the support staff at RMU to handle financial matters of projects, acceleration of committee decisions and relaxing of authority levels.

The financial officers have been requested to act on vouchers within 3 days of receipt. The officers need to adopt a positive attitude and added the academics whenever service are needed.

The utilization of funds of projects are rather efficient and very few complaints are received. The University has 6 hostels for females (capacity-2044 beds) and 3 for males (capacity-1276 beds) including Medical Faculty. At present only two hostels including the Bhikku's hostel, are on lease.

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## Domain 3

### Research

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The quality of research carried out by the University contributes to its academic standing. The University is committed to ensuring excellence in research. It aims to create and enhance an environment conducive to research and to promote and encourage research that would benefit the wider community economically, socially, and culturally

Information in this section was obtained largely through a structured questionnaire which was circulated to the various departments, and where relevant, Institutes, Centres and Units. A department nominee responded to the questionnaire having consulted the head of the department and other members in relation to the following aspects for the past five years (2005-2009)

- Broad goals and strategies related to research
- Research promotion
- Funding
- Infrastructure for research
- Other achievements in research

#### Goals and strategy

Departments were requested to provide information on research related goals and strategies to determine the nature of overall plans on which research is carried out. Long term research related goals had been identified in 28 (57.1%) departments, with documentary evidence. The most frequently cited document was the corporate plan or a component of it (22, 44.0%). Other documents were Industry Cell, quality assurance review documents and by laws.

#### Research promotion

Inquiries were made about several aspects In order to assess the strategies used to promote research by departments. The University has taken steps to promote research by establishing research groups in a variety of disciplines and sub disciplines, and research units such as the

Health System Research unit. Two hundred and twenty four members (4.48 members /dept) were involved in some kind of research group and 99 (1.98/dept) members were involved in research units.

Some faculties and study streams held scientific sessions as research promotional strategies and awards were given at faculty and stream levels. The number of faculty level awards won by the members was 35. A total of 102 scientific sessions were held over the past five years. There were 120 (2.4/dept) books or audiovisual material based on research.

Three hundred and forty four computers were available for staff members of the 45 departments. Staff computer ratio ranged from 0.5 to 16. Thirty eight departments (76%) had internet facilities while 8 (16%) had no internet.

### **Infrastructure**

The University provides a major part of the infrastructure through buildings, equipment and basic utilities etc. While most departments have a reasonable amount of floor space, it is a limiting factor for some departments. IT facilities including internet are made available to almost all departments while only a few have access to databases where a subscription is required. The University has a few specialized research facilities. Most notable among them are the DNA sequencing facility at the Institute of Molecular Biology, Biochemistry and Biotechnology, the Malaria Research Unit and the Snake Venom Laboratory at the Faculty of Medicine. Most laboratories, especially in the sciences, have basic equipment for carrying out undergraduate and postgraduate research. Major equipment such as mass spectrometers, automated sequencing machines, automated chemistry analyzers and ultracentrifuges are available in some departments. Some of the major equipment have been obtained through research grants. The infrastructure was graded on a scale of 1 to 10 (1=poor, 10 = excellent) by the different departments. The overall average was 5.0 with a range of 1-10. There were significant differences between departments and also between faculties.

## **Funding**

Faculty staff undertake research in diverse areas. Funding is mostly secured from funding organizations, both local and international, through a competitive application process. (A high percentage (~74%) of bids for grants has been successful. A notable feature is that a significant proportion of funds were from foreign funding agencies and includes among others the prestigious National Institute of Health, USA. Research income for the period under review was ~ Rs 447 million which is around Rs 89 million/year. There has been increased International collaboration and research links with other Universities and research Institutes, both local and international. Notable among them are collaborative research links with Harvard University, University of Oxford and the Center for Disease Control (CDC) USA. A high percentage (72% ) of academic staff are actively engaged in research though only a small proportion (17%) have funding in the form of research grants.

The research grants are handled by the RMU except at the Faculty of Medicine where they are handled by the Faculty itself. Out of these funds 15% goes to the University Development Fund and for Management.

## **Research output**

A high volume of research is being carried in the University and its research productivity is reflected in the number of publications. These include publication in peer reviewed journals, theses', communications, abstracts etc. The total number of papers published in peer reviewed journals in the last five years was 578 in local journals, and 509 in international journals, totaling 1087 which is 0.44 papers/staff member/year. Here too there is considerable variation between faculties and departments. There were 1590 research presentations made in scientific forums.

A number of the research publications emanating from the University have been cited, reflecting the quality of the publication and the University's research strength. The total number of citations for the period under review is 1101. The total number of citations factored

by the total number of faculty is 2.3 citations /staff member and the number of citations /paper published is 0.98. There was a wide variation between departments and faculties. During the five years under review 4681 student researches had been carried out .

Many undergraduate courses have a research component leading to a dissertation. The University offers post graduate research in various disciplines leading to masters and doctoral level degrees. Research degrees are supervised by qualified staff, and progress is monitored by Higher Degrees committees. The total number of postgraduate degrees awarded was 44 PhDs(~9/year), 12 DMs and 557 M.Phil/MSc(~ 111/year).

### Other achievements in research

The research findings of one hundred and twenty three research projects had contributed directly towards service provision in many fields. Three hundred and ninety six research projects have been claimed to have directly contributed to the development of the discipline of study. One hundred and twenty nine researches had directly contributed to policy formulation. The university has obtained eight patents over the past five years with a maximum of three obtained by a single department. The total number of inventions was 19. Three hundred and thirty seven books and 131 chapters had been published (Table 3.1). The number of audio-visual material produced was 165.

**Table 3.1: Distribution of the number of patents, cited work, inventions, books and chapters published and audio visual material produced.**

Attribute	Total number	Range	Departments not responded no. and (%)
<b>Patents</b>	8	0-3	35 (70)
<b>Inventions</b>	19	0-7	34 (68)
<b>Books published</b>	337	0-104	19(38)
<b>Chapters</b>	131	0-22	23 (46)
<b>A-V material</b>	165	0-14	24 (48)

Faculty staff also provides research consultancy services to other government and private institutions. Research conducted by a few staff members have led to commercial applications generating an additional source of income to the University. These include the development and commercialization of Biotech products, water testing kits etc. A number of staff members have also received awards for excellence in research. I.e. Presidential Awards, Ministry of Science and Technology ACU Awards, etc. The status of research culture in the University needs to be strengthened.

The University is planning to provide start up grants for academics after their PhD to commence research in their departments. This is mainly due to limited local funding at present.

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## Domain 4

### Quality Management and Administration

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The success of any program will depend on the way it is implemented. The implementation of a program consists of the implementation structure, procedures, mechanism for relationship with necessary parties and the administrative staff. Data for this section was obtained via a questionnaire, which was administered to all academics and non-academic administrative staff in the University. The indicators to measure each criterion are as follows:

- Existence of clear policies and strategies
- Existence of clear structure
- Level of awareness about policies and strategies
- Acceptance of the system by academics, non academics and students
- Involvement and commitment for implementation
- Availability of human resource
- Methods of reinforcement of the accepted support
- Availability of infrastructure for QAA
- Level of achievement of QAA goals
- Commitment of leadership

The following summary is based on the 77 responses received from the academic and non academics involved in University administration. Within the questionnaire, the administrative staff was asked to identify their administrative role and their experience. However, some of the administrative staff have not mentioned their role (i.e., whether academic administrator, full time non-academic administrator etc). In the following tables (Tables 4.1, 4.2 and 4.3) they are listed as 'unidentified administrative'. The administrative staff was asked to respond to the questions using a scale of 1 to 5 where 1 stands for strong disagreement and 5 stands for strong agreement to responses. The following tables (Tables 4.1, 4.2 and 4.3) summarize the average responses for the three categories.

**Table 4.1: Summary of the administrative responses on quality policies and strategies**

Question is targeted on	Average ratings for each category on a range of 1-5			
	Academics (n=46)	Non-academics (n=15)	Unidentified (n=16)	Total (n=77)
Awareness on policies & strategies	3.3	2.5	2.7	3.0
Communication with staff	3.1	2.4	3.1	3.0
Understanding the policies	3.2	2.5	2.9	3.0
Practicability of the policies	2.9	2.3	2.9	2.8
Structure on quality assurance	3.3	2.6	3.4	3.2
Discussions on quality issues	2.9	2.5	2.7	2.8
Own policies and strategies	3.4	2.8	3.2	3.2
Adherence to the policies	3.5	3.0	3.3	3.4
Commitment to implementation	3.2	2.6	3.2	3.1
Clarity of quality instructions	3.2	3.0	3.1	3.1
Level of achievement	3.3	2.7	3.3	3.2

From the questionnaire survey, it is clear that the academic and non-academic administrative staff have a fair understanding on the quality policies and strategies. Further it is clear that the academic administrative staff have a slightly better awareness and understanding on the policies and strategies. Some of the administrative staff have reported that they are not well aware of the policies and the strategies in the University. However it is up to the officers to find out. As a result, the level of commitment for the program and the outcome of the program remain at an average level. The main reason for this situation appears to be due to lack of a proper communication system within administrative branches of the University.

**Table 4.2: Summary of the administrative responses on learning infrastructure**

Question is targeted on	Average ratings for each category on a range of 1-5			
	Academics (n=46)	Non-academics (n=15)	Unidentified (n=16)	Total (n=77)
Adequacy of human resources	2.8	2.3	2.7	2.7
Quality based performance appraisal	2.4	1.6	2.3	2.2
Incentives to motivate staff	1.9	1.5	1.8	1.8
Students feedback	3.4	2.0	3.7	3.3
Regular monitoring of progress	2.9	2.0	2.9	2.8
Feedback from outsiders	2.0	1.4	2.4	2.0
Students' satisfaction on assessment	3.3	2.6	3.4	3.2
Students' satisfaction on quality of teaching methods	3.6	2.8	3.7	3.5
Improvement after shifting to semester system	2.7	2.8	2.6	2.7
Adequacy of financial support	2.4	2.8	2.7	2.5
Lecture room facilities	2.3	2.5	2.6	2.4

The level of satisfaction on learning infrastructure is not adequate. This is clearly pointed out by all the administrative staff. Lack of human resources, lecture room facilities, computers & multimedia and other basic facilities are highlighted by most of the respondents. Lack of incentives and the inadequate appraisal system for the achievements has received the poorest response from the survey.



**Table 4.3: Summary of the administrative responses on support for quality assurance**

Question is targeted on	Average ratings for each category on a range of 1-5			
	Academics (n=46)	Non-academics (n=15)	Unidentified (n=16)	Total (n=77)
Commitment of higher authorities for implementation	3.1	3.3	3.3	3.2
Competence of the staff	3.3	3.5	3.7	3.4
Staff involvement in decision making	3.4	3.3	3.6	3.4
Satisfaction about progress	3.1	2.5	2.9	2.9
Procedural barriers in achieving targets	2.8	2.6	3.1	2.8
Staff support in achieving goals	3.5	3.1	3.8	3.5
Guidance and training for supporting staff	3.0	2.7	2.9	2.9
Efficacy of the staff	3.2	2.9	3.4	3.2
Quality assurance itself as a motivator	3.0	3.3	3.2	3.1

In this respect, both the academic and non-academic administrative staff have felt that procedural barriers have hampered the progress of achieving quality assurance. Lack of competent supporting staff, resulting in academics being forced to take on non-academic activities, has been identified as a major barrier in maintaining the quality in the academic objectives.

In conclusion, the quality management system in the University is at just above the average level, due to above mentioned deficiencies. If these deficiencies are minimized or eliminated, the University would be able to accelerate the process of achieving the goals of quality assurance. There fore frequent on the job training for administrative staff are needed.

**University of Colombo Alumni**

University of Colombo has several alumni, i.e. Alumni association, Sarasavi Mithuro, etc. The Alumni associate mostly in the student welfare matters. Faculties and certain Departments have their own Alumni associations. The Alumni associates are independent where administration and finance are concerned. Auditing is done independently by the association.

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## Domain 5

### Quality Assurance

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The University of Colombo strives to ensure the quality of all its academic programmes by following the broad strategies listed below:

- § Adopting comprehensive and rigorous faculty by-laws in all faculties
- § Faculty Boards acting as evaluators and monitors of curriculum design and examination processes for the faculty
- § Departmental mechanisms to address curriculum design, oversee course implementation and maintain effective evaluation
- § Appointment of Coordinators for postgraduate programmes, designated to be responsible for quality and day to day running of the programmes, including examination processes
- § The Senate and Council playing major roles as the entities that finally validate recruitment, curriculum and results

Quality assurance is a multi-dimensional issue, in that quality needs to be assured

- in all faculties, departments and institutions within the university
- in relation to other academic institutions, in today's globalized world not only in comparison to state universities and private universities locally but internationally as well
- in a longitudinal manner, so that standards are maintained over time

Given the size and diversity of the University of Colombo, with its seven faculties and consisting of 42 departments, an additional campus, one school, six institutes, a number of centres and units in operation, it is inevitable that at department and faculty level variations exist in the mechanisms adopted in ensuring quality of courses. Four common principles however seem to guide the processes and mechanisms adopted by the different departments in the university, namely; relevance, transparency, validity and cooperation.

The University has a Quality Assurance Committee that needs to be activated. Also each faculty has a Curricular Development Committee which could also look in to quality assurance.

The sections below will explore the different aspects inter-twined with academic quality assurance, based on the responses given in the questionnaires filled out by the different departments and documentary evidence in the form of university regulations, faculty by-laws and examination codes.

## **UNDERGRADUATE**

### **Entry to the University**

Selection of students at undergraduate level is handled entirely by the University Grants Commission. Certain subject combinations are specified as pre-requisites for entry to the faculties of Medicine, Management and Finance and Science. Admission to the Faculty of Law is open to students following any subject combination while the Faculty of Arts has no restriction regarding subjects in the social sciences and humanities streams. As the cut-off marks for selection to most faculties in the University of Colombo is higher than for other universities, some of the best students get admitted to the University.

Both faculties that have General degrees, Arts and Science (*see Appendix 1*), responded clearly on the need for continuing to provide General degree programmes of three year duration (only 13% and 14% respectively were in favour of doing away with General degrees). The departments clearly state that General and Special degree programmes have different objectives: the former addressing the needs of the teaching profession and industry while the latter seeks to equip individuals primarily for higher studies and academic/research related employment.

## Programme/Curriculum Design and Approval

Curriculum development is considered as one of the academic activities of departmental staff. Many departments have shown initiative in this regard of recent with either one or a few staff members jointly taking the lead in designing new course units. This activity ensures the relevance of the courses being offered at undergraduate level.

Certain innovations have also been evident in course design in recent years. The Department of Mathematics, Faculty of Science has introduced subjects incorporating Economics and Management content into their courses. The Department of Economics, Faculty of Arts four years ago introduced four subject streams within the Economics Special degree to improve the employability of undergraduates by providing more focused academic instruction. The Department of Chemistry offers five special degrees while the Department of Plant Sciences offers three.

Industry views are often sought in course design, but in some instances this process is informal, where alumni of the department for example are consulted unofficially on a one to one basis. The views of professional bodies have also been sought by many departments (*see Appendix 2*)

Faculties of Law and Medicine run professional courses and their objectives have been determined in line with the future professional commitments of their students in mind. These Students on entering the faculty follow similar study programmes. The opinion of the departments in these faculties is that the present system of undergraduate courses is preferable to making these courses postgraduate courses as in the United States, where Law and Medicine are taught after the first degree on completion of a first degree.

Faculty of Science has students selecting their specialization from the third year onwards, and students need to have done their A-Levels in some of the subjects they offer for the first two years. Faculty of Arts has liberalized its choice of first year subjects, where students are now allowed under the course unit system to even opt for subjects they have not followed for their Advanced Level course.

All departments have objectives in relation to their courses, and subject curricula essentially have objectives or learning outcomes listed as part of the document. Syllabuses are formulated systematically, drawing on guidance from industry and by perusing syllabuses from recognized universities. Evaluation processes are also mentioned in the syllabuses that are available to students, generally as part of the student handbook.

All department heads insist on syllabuses being prepared/revised before the beginning of the semester but the survey found that formal mechanisms for reviewing syllabuses on a regular basis does not exist in most departments. New syllabuses however are discussed at staff meetings or at specially organized curriculum review workshops held at departmental level. The degree of staff involvement in running and monitoring courses is high with the modal value being around 4 in all faculties.

Subjects or courses designed at departmental level need faculty and senate approval before their adoption. This ensures that a wide cross-section of individuals have the opportunity of evaluating their appropriateness and importance before they are incorporated. In addition, some faculties have a designated committee to examine and/or advocate curriculum changes, either prior to or post faculty submission. The Medical Faculty in particular is strong on this issue since approval from the Curriculum Development and Evaluation Committee is essential prior to gaining Faculty approval.

### **IT and English**

English placements tests are carried out at the time of admission. English courses are conducted during entire student carrier. It is also a compulsory subject in all faculties. As a result, graduates develop skills to work independently on IT. The language of instructions is English in all faculties except Law and Arts where it is trilingual (Sinhala, Tamil, English).

**Mode of delivery**

A blended mode is used, but face to face teaching also taking place. Nine (9) online programmes are in operation at undergraduate and postgraduate levels. The first ever online course for Farmers is offered by the IARS at Weligatta.

**Programme/Subject Operationalization and Monitoring**

This section will focus on a number of issues, beginning with selection for General and Special degrees that is of relevance only in the Faculties of Arts and Science. An issue of interest to these faculties is the appropriateness of continuing their General Degree programmes (three year degree involving three subjects) in the context of the perception that they result in poor employment prospects. The current situation, as reflected in the survey is that some students do opt to do General Degrees (rather than being merely the residual after Special Degree selection has taken place).

The survey found that while 57% of the departments in the Faculty of Science respond that students opt to do general degrees the number responding so in the Faculty of Arts was only 25%. Similarly the percentages, agreeing that General degrees should be continued are only 57% in Science and 44% in Arts. The Faculties agree that 3 years is the appropriate duration. The issue however seems to be marketability as cited in the comments given by the staff respondents with strong views being expressed that the General degree should be made much more market-oriented in approach with the choice of subjects too being widened to address this need. The science faculty has also introduced many new subjects to address new industrial needs. Some of the departments also report providing Industrial Placement for General degree students. In the Faculty of Arts the solution has been the creation of subject streams such as Gender and Peace and Conflict Resolution (with further streams under discussion on Disaster Management and Data Analysis) where students follow a cluster of seven subjects from different disciplines allied to a common theme. One department remains primarily responsible for the stream with many other departments offering their courses to the stream. In the Arts Faculty at least a morale boost needs to be provided to General degree students with the gap

between General degree and Special degree students being consciously narrowed. The stream solution is part of this move to create linkages and ownership regarding general students.

The choice of the optimal number of students to follow a special degree is another area of concern. Departmental policies regarding the optimal number of students are not recorded in a systematic manner though most departments use Departmental Meetings to discuss such issues. Greater faculty involvement in this process, at the policy making level would seem appropriate. Most departments have responded that the number of students being selected to the programme fits in well with national needs (modal response being 4 on a scale from 1 to 5, with 5 being perfect). However it is noted by staff that facilities available are not in line with carrying out activities as effectively as they would wish given the numbers of students. The staff-student ratio and limitations on library and computer facilities are noted in this context.

Programme review is another important aspect. At departmental level it was found that most departments have processes for reviewing the academic standards of courses generally at departmental meetings. Similarly operational aspects of courses too were handled mainly through departmental meetings. Faculty of Medicine has standing sub-committees appointed by the faculty to look into academic and operational issues of the faculty while most faculties have appointed special sub-committees whenever the need was felt to examine an issue in depth. Internal peer review processes however have not been developed within the university up to date for evaluating courses/departments (*see Appendices 1 and 2*).

### **Assessment Procedures**

The University of Colombo has now switched entirely to the course unit system with the Grade points and GPA scoring system having been adopted by all faculties alongside the Class system. Faculties of Science, Management & Finance, and Education have shifted to the credit based system though not the faculties of Arts, Law and Medicine. Faculty of Arts is currently has a Faculty sub-committee looking into this matter.



Transparency has been considered an important aspect of the assessment procedure. Therefore all information relating to evaluation is provided by all faculties to the students in their student hand book. All examination papers are moderated, and apart from the First Year Arts Faculty Examinations all other papers are marked by two persons. Continuous assessments that contribute as much as 40% of total marks however are not moderated except in some departments in the Faculty of Science and in the Faculty of Medicine. The use of external examiners however is limited only to the Faculties of Management and Science. All faculties however have their staff working as external examiners for other universities.

Discrepancy in marks that are considered a problem varies by Faculty: it is 15 in the faculties of Arts, Management and for some specialties in Medicine, 10 in Education and five in the Faculty of Science. Differences in discipline explain this variation. Resolving such a problem across faculties seems to take a common form: an attempt to resolve the discrepancy by discussion or the use of a 3<sup>rd</sup> examiner (sometimes as the second resort).

With a view to safeguarding confidentiality in most departments marks are only entered by senior staff members. Some departments have the practice of appointing an examination coordinator in rotation. Marks are generally maintained on the Heads computer. The Faculty of Medicine staff report that a “dedicated computer” is used for this purpose that is password protected. Hard copies of mark lists are only stored in cupboards kept in the Heads room, in some instances these too are maintained solely for examination material. The safety of hard and soft copies seems to lie with the Head of Department in all instances.

### **Scholarships and Awards**

The selection of students to be awarded scholarships and gold medals is most often taken by the Examination Board, chaired by either the Dean or the Vice Chancellor at the point when results are released in the case of many faculties. In the case of other awards criteria are determined by the department or a group of senior staff members with the Head being given the task of carrying out the selection according to the laid out criteria. The nominees for awards are recommended by the Senate for Council approval.

### **Recruitment, Reward and Development of Teaching Staff**

Recruitment of permanent staff is through an open advertisement. A marking system is used at the interview. The Selection Committee comprises of the respective Deans, Heads, Senior academics and two Council members (UGC appointees) and Vice-Chancellor Chairs the Selection Committee. The selections are tabled at the Management committee and Council approval is obtained.

There is no practice of lists of lecturers needing either departmental or faculty approval, even where Visiting staff are concerned. However approval of Head of Department, Dean and the VC is necessary. Visiting staff are employed in almost all the faculties at undergraduate level, where such staff are selected on the basis of their academic qualifications and experience. The level of payment made to Visiting Staff however is considered by almost all respondents to the survey to be unattractive, which may not be conducive to hiring the best possible staff for these activities. Nor do most departments have any provision for appointing retired staff/ eminent researchers as Fellows of their department. They are only involved in departmental activities in a few instances in the form of Visiting Lecturers.

In general the survey respondents were of the opinion that the facilities for the development of teaching staff were insufficient. While the Staff Development Centre does conduct courses for improving teaching practices among the staff, current workloads made it difficult to attend such courses regularly except in the case of junior staff for whom it was a promotion requirement. The opportunities for gaining academic skills through industrial placement or secondment were considered to be limited by the respondents to the survey.

### **Feedback and Verification of Academic Quality**

Student feedback was collected through questionnaires regularly by very few departments (see *appendices 1 and 2*). A few others held meetings at the end of each semester to assess student perceptions regarding the course. The common method however was to employ staff-student

informal interaction to gather how the course progressed. This seems to be an area that needs to be more seriously addressed in the future.

In the Faculties of Arts, Education, Management and Science 88%, 100%, 100% and 86% of departments respectively report that attendance of students is monitored on a daily basis. However particularly in the General degree of the Arts faculty student attendance has been a problem in the past, with some departments and lecturers resorting to allocating 10% of marks for attendance as a means of ensuring regular attendance. 80% attendance as a requirement for sitting examinations is also accepted by most faculties with this decision recorded in their by-laws.

Academic counseling is a major issue raised by many departments. At present academic counseling at department level is often informal, with some departments designating certain lecturers to fulfill this role for particular groups of students. At faculty level Director of Studies and Information and Documentation Centre (for example in the Faculty of Arts) are recognized as carrying out the duties of academic counseling. However a number of questionnaires highlighted this issue in the open ended questions regarding future improvements desired, requesting that formal, trained academic counselors be made available at Faculty level. The Faculty of Medicine has created facilities for students to seek counseling during and post examinations (*see appendix 3*). This too is an important issue, and should be addressed by other faculties as well.

With regard to improvements sought at departmental level, the comments included the need for more recognition of the heavy workloads of staff, the need to distribute work evenly among staff members and for better organization and greater consensus at departmental level. At Faculty and University level the requests related mainly to greater resources to allow departments to carry out their teaching activities effectively.

## POSTGRADUAUTE

### Entry to the University

Postgraduate programmes range from those that are purely academic to others that are closely related to professional affiliation. Therefore the entry criteria vary significantly from course to course. In the more academic courses the emphasis is on examination results, with most courses demanding First or Second Class Upper as an entry requirement. Such courses may restrict entry only to university graduates (PGIM courses for example). There are many other courses however that consider certain pre-specified professional qualifications to be on par (Faculty of Law and Law College qualification, Faculties of Arts and Management and Finance considering CIMA for example) Most postgraduate programmes involve selection tests and all have interviews prior to selection for postgraduate courses.

In the more professionally oriented courses, selection is sometimes restricted to those with experience of the industry/occupation while others give credit for the number of experience in such fields of work in determining selection or even in counter-balancing different educational qualifications (for example First and Second Upper as one category comparable to those with no class at the degree and three years job experience in a relevant field).

### Programme Design and Approval

In most instances postgraduate programmes have emerged through interest of a group of staff members, often responding to a national need. In the case of postgraduate programmes conducted by departments the programme design is carried out by the coordinator for the programme and the department, and then approval is sought from the Higher degrees board and subsequently from the Senate. In the case of the Faculty of Graduate studies Board of studies for professional Studies and the Board of Studies for Development Studies and the Faculty Board of the FGS whilst in the case of PGIM Boards of study act as the decision making bodies in determining appropriateness and standards prior to submission to the Senate (see *appendix 4*). In the case of Institutions coordinators work with Directors and there too an

academic body examines the programme design before submission for Senate approval. UGC approval is obtained before comment at first.

### **Programme/Subject Monitoring**

All postgraduate programmes involve clear cut learning outcomes and for each subject as well syllabuses involve learning outcomes. These learning outcomes, the syllabuses and the evaluation process are shared with students, usually through the use of detailed handbooks.

Syllabuses are approved either by the Higher Degrees Committee or the Boards of Study. However regular/annual assessment of syllabuses does not occur. Periodic reviews are undertaken by some departments/institutions when the need for change is felt. For instance the Diploma in Economic Development programme in the Department of Economics, Faculty of Arts is currently under review, with a view to making it more relevant to national needs.

Much of the day to day administration of the programme is devolved to the coordinators of programmes and where institutions are involved to the non-academic staff of these organizations. However regular reviews of operational matters as well as regarding academic quality and relevance of programmes remains a concern for those involved in postgraduate programs.

### **Assessment Procedures**

The assessment procedures are very similar to that in undergraduate programmes. The Faculty of Graduate Studies and the Faculty of Arts are trying to move their postgraduate programmes into credit based systems. Continuous Assessments are used in almost all the programmes, with some programmes at the Faculty of Graduate Studies employing a wide variety of techniques in continuous assessment.

In a bid to maintain quality and validity of the evaluation process, moderation of examination papers, double marking all examination papers and research reports, viva voce examinations and boards of examination are adopted.

**Scholarships and Awards**

This is limited to some awards based on examination results where the decisions are taken by the relevant authorities often at the Examination Board meeting or by the Head of Department/Director/Dean on the basis of clearly spelt-out criteria based on examination results. Therefore transparency of the process is clearly maintained.

**Recruitment, Reward and Development of Teaching Staff**

Teaching in postgraduate programmes often devolves on internal staff and here an issue that arises is the overload that may result. Many postgraduate programmes also involve lecturers from other universities and from the industry. While academic credentials have to be clearly established in using such outsiders on postgraduate programmes weightage is also given to industry links and experience in the relevant field in the selection of outside lecturers particularly for the more broad based social science disciplines such as Women's Studies and Development Studies (FGS) and the MBA (Faculty of Management and Finance).

Both internal and external staff are paid the same on postgraduate courses and generally these payments are considered attractive.

Development of teaching capabilities of staff however is not adequately addressed in the opinion of the respondents to the survey. While the Staff Development Centre in general addresses the improvement of teaching skills of internal staff, since many outsiders are also involved in such programmes other schemes may need to be devised to ensure improvements in this regard. Similarly more activities relating to industrial placement and secondment are important in the case of the more broad based social sciences to provide staff with wider experiences to enrich their teaching.

**Feedback and Verification of Academic Quality**

Most Faculty of Graduate Studies postgraduate programmes involve regular student feedback in the form of filling out questionnaires but this activity is not so consistently carried out in

most other programmes. Regular meetings with students to assess their perceptions about the courses are also not widely reported in the survey. More informal processes are used such as asking students verbally for their views on programmes during other academic/social interactions.

Attendance is regularly monitored on all programmes and attendance is one criterion in allowing students to sit for examinations.

Verification of academic quality is through student performance at examinations. Student satisfaction regarding courses is generally gauged through demand for courses in subsequent years. In general most respondents on postgraduate programmes report a rising demand for their courses.

More systematic academic counseling may also be an important issue as postgraduate student numbers grow. In smaller programmes often the coordinator acts as the academic counselor as well but a qualified and designated person is likely to be important for this role in the future.

Employment of graduates is almost 100% in Faculties of Medicine, Law, Management and Science. It is also high in Faculty of Education. The Faculty of Arts that comprise almost 40% of student population, needs special skills develop to increase the percentage of employment.

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## Domain 6

### Learning Infrastructure and Student Support

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#### Learning Infrastructure

The University in its vision and mission statements has expressed the commitment and dedication to provide high quality higher education. With this view over the past five years a significant upgrading and expansion of University library services and infrastructure has taken place.

The Main Library system in University of Colombo consists of the Main Library and the libraries of the Faculty of Medicine and Science. The collection has about 500,000 books, 250 journal titles, e-resources and special collections with a seating capacity of 650 and serves the Faculties of Arts, Education, Finance and Management, Graduate studies and Law. The Faculty of Medicine library with a seating capacity of 650 has a book stock of 40,000 and journal collection with issues published since 1870. The Medical library functions as the focal point of the HELLIS Network. The Science Library has a seating capacity of 150 and has a book stock of 40,000. The library has expanded the collection of online resources with an increase of online journals and databases under financial assistance from both government and foreign project support and has become the largest in the country. The print collection of the University is the second largest collection in the University system in Sri Lanka. The collections are organized using accepted international standards. The online catalogues of the Central library as well as the two branches are accessible via internet and intranet.

Theses and dissertation collections in all three libraries are significant. The Sri Lanka collection has a rich print collection of materials including theses and books published by Sri Lankan authors. The library has a rare collection of books for reference in addition to the permanent reference collection.

The library uses a range of services to improve the client satisfaction These include: keeping the library open throughout the year except on public holidays, extended opening hours during



examination and study leave periods, orientation to all new students, initiating faculty library committees with students and staff collaboration to develop a quality service to all faculties, Inter Library Service and Electronic Document services, introducing a programme for the Enhancement of Research Information to provide necessary literature to academic staff of the university, operating a Help Desk Service to cater to specific information needs of the students and teaching staff, publishing a newsletter on training programmes which includes offered by the library and other news.

The libraries of the Institutes of University of Colombo also have grown to provide for the expanding studentship for a range of short term and long term academic and professional programmes. Several departments maintain small libraries.

The IT infrastructure as a learning support is fast developing. The Central Library maintains three servers, a File server, a web server and student server. They are connected to the university network. The university provides a satisfactory internet connectivity through LEARN to all users. Access to internet is available from almost all Departments. Use of IT for teaching learning varies between disciplines. However, all departments use IT applications for teaching and learning. More investment is necessary to provide adequate computer facilities for the growing numbers of the student population. On average the available IT facilities cater to around only 25% of studentship. The learning infrastructure provided for differently-abled learners is at a minimum.

However, a very high level of IT facilities are available at the University of Colombo School of Computing (UCSC). Added to the fulltime IT degree courses, the Bachelor of Information Technology external degree is very popular among the youth in the country. This programme is fully online with only online facilitators interacting with the students. A Virtual Learning Environment (VLE) is provided for student learning and for social networking. Learning Management Systems assists the students to access interactive learning material focused on activity based learning, student manuals, teacher slides, self-evaluating quizzes and assessments. Further support is given to students by the regular TV programme and video

lectures through UCSC Internet based TV channel. It has become the most successful External Degree programme in Sri Lanka and has a Certificate of Commendation in the Education Planner and Administrator Category of the UNESCO ICT in Education Innovation Awards 2007-2008. Also there are other courses which incorporate a high use of online learning. In addition in the Institutes and Faculties, LMS support is either initiated or in the planning stages of initiation.

Use of modern technology in support of teaching is available in all departments. However, the university faces challenges in providing these resources for the growing number of students and courses.

### **Students Support**

The University of Colombo recognizes that a well-developed system of students support and guidance is essential for students to realize their minimum potentialities while they are in the university. Keeping this in mind, the University of Colombo provides a well structured and various students support services throughout their undergraduate career. Students support service programmes basically aim at providing sufficient and useful services to the students, supporting their physical, psychological, financial, professional, personal and academic needs during their stay in the university. Undergraduates are the main beneficiaries of these services but some Departments such as Department of Demography has extended these services to Post Graduate level too. The University provides these services through the following bodies: Students Counselor's Unit, Students Welfare Unit, Career Guidance Unit and Physical Education Unit.

### **Students Counselor's Unit**

The Students Counselor's Unit of the University of Colombo is one of the main bodies established by the university to provide the students support services in an effective manner. Each Department has its own students counselors unit headed by a Permanent Student Counselor who is a senior academic of the Department. Department Students' Counselors Unit

consists of seven other student counselors who have been appointed from the academic community. Each unit closely associates (work under) with the Senior Students Counselors Unit of the university and also responsible for maintaining an appropriate students support. In addition to the services provided to the students, the main unit conducts various programmes to the academic staff who volunteer to serve as student counselors.

### **Departments' Student Counselors**

Each Department provides a wide variety of support services to the students including learning assistance (by providing both theoretical and practical knowledge to needy students), counseling (providing advice and referring them to the relevant experts/authorities, addressing their personal issues), skills development (giving fieldwork and research experience, questionnaire design, data collection, analysis and developing team work and leadership skills), financial assistance (granting them scholarships), sports, (provide guest lectures in interdisciplinary areas), etc.. (See, supportive documents of Domain 6 for further details).

Some Departments have the Personal Tutor System or the Students Support Committee to support the students especially in their academic related matters. Needy students may meet their Personal Tutors or members of the Students Support Committee at any time during the semester period and seek assistance to overcome difficulties faced in any given subject or research work undertaken by them.

Further, the University believes that students' voice is an important element in improving the welfare services and for this purpose students' associations are expected to make vital contributions in policy and making implementation levels. Therefore, students are encouraged to form student societies and organize various activities which will help them to develop their individual as well as group interpersonal skills. e.g. leadership qualities.

Feedback from the student body regarding the University's support service is obtained from them by having one to one discussions with students (them), student representatives, personal

tutors, and student counselors at the end of the semester/term or at the end of the academic year. (See, supportive documents of Domain 6-SD 6 for further details.)

Some Faculties have set up special centres such as student drop-in centre to get the feedback from the students in confidential manner about the service, E.g. Faculty of Law.

See, questionnaire - Faculty of Law –Student Support and Guidance (available with supportive documents of Domain 6-SD 6.3).

### **Student Welfare Unit**

Students Support forms the portfolio of the Student Welfare Unit of the University of Colombo. Function of this unit is considered so vital in making these services effective and fruitful. This unit shoulders the main responsibility in providing the hostel facilities as well as regulating granting of Mahapola scholarships and bursaries for the needy students (undergraduates). The University provides accommodation for 15% of it's student body. Currently the University of Colombo has 08 hostels and 03 of them are for male (capacity-1276 beds) and 05 for female (capacity-2044 beds) students. Three houses are also hired to provide the accommodation to the students and of these three houses 01 house is for Bhikkhu students (capacity-58). More than 80% of the students of the University are benefited from financial aid. In addition to the above said services, this Unit provides free and individual advise as to the problems relating to grants and housing (hostels) and takes much pain in meeting the pressing needs of the students.

### **Career Guidance Unit**

The main aim of the Career Guidance Unit is to assist the students improving the future prospects of their professional career. This unit provides information and guidance on career planning to all undergraduates during their stay in the university. Further, this unit conducts a verity of programmes with conjunctions of varied institutions to develop their professional skills preparing them to face a better world. (E.g. students can obtain advise at any stage during their university life relating to their future career).

**Physical Education Centre**

Sports and other activity services conducted by the Physical Education Centre aim at supporting personal development and enhance the well being of students at the University. Extensive programmes of various sports activities and tournaments such as tennis, cricket, netball, swimming and baseball are conducted by this Centre throughout the year for all interested students. Each year the students who perform excellence in sports get University Colours at the University Colours Night. Further, the Students show very keen interest in participating and organizing the sports activities also receive awards at Colours Night which is a grand activity held at Bandaranayake Memorial International Conference Hall. University participates and hosts interuniversity tournaments. University of Colombo became the overall champions in interuniversity games in 2008.

**Student Security**

The University has maintained the marshal system to provide 24 hour security to students. There are 8 marshals, but all are men.

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## Domain 7

### External Degree Programmes

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The University offers only 2 external degree programmes- LLB and BIT by the UCSC. The University does not want to commence external degrees with out adopting a mechanism to maintain the quality.

External Law degree programmes were introduced to the University through LLB Bachelors degree in Law located in Peradeniya in 1961 and was relocated to Colombo in 1965. New admissions to this LLB programme were ended in 1985 with the last set of repeat papers to be held in 2010. The Faculty of Law is currently in the process of planning to launch it again. To address the job opportunities that exist for Information & Communication Technology (ICT) graduates in Sri Lanka & overseas, the External Information Technology (IT) Degree programme leading to the award of Degree of Bachelor of Information Technology (External) – BIT was launched in 2000 by University of Colombo School of Computing (UCSC). It has become the most successful External Degree programme in Sri Lanka and has a Certificate of Commendation in the Education Planner and Administrator Category of the UNESCO ICT in Education Innovation Awards 2007-2008.

#### Programme design

BIT has produced qualified ICT professionals in addition to the traditional University output and has set professional standards and encourages students to obtain skills in commercial ICT applications and in the usage of necessary tools. It has enabled those who could not enter the university and those who could not do an IT degree to read for a degree in ICT due to severe competition to work towards obtaining such a degree. BIT has also given an opportunity to those non-graduates already working in ICT to obtain a formal qualification in ICT through self-study. The minimum duration of BIT is 3 academic years with no upper limit. On successful completion of course examinations in each of the three years students are awarded a Diploma in IT (DIT), a Higher Diploma in IT (HDIT) and the Degree Certificate (BIT). This allows students to

secure employment to proceed to the higher levels or exit from the programme with a foundation level certification in IT and move on to other disciplines.

### **Students**

Over 20,000 students have enrolled for the Year 1 of the BIT programme since its inception and the 10<sup>th</sup> intake is being enrolled in 2009. Only students achieving a specified academic level (1.5 GPA) are allowed to proceed to higher levels and among them some exit the programme for other disciplines. Hence only 26% and 56% of students have so far have proceeded to Year 2 and 3 respectively. Over 3,000 students have obtained DIT certification and over 600 at degree levels. Number of BIT graduates produced has already exceeded the number of graduates produced by all intakes of the internal Computer Special Degree programme.

### **Authorities**

Authorities concerned with the BIT Programme are identical to those for the internal programme and it includes the Council and the Senate of University of Colombo, the Board of Management, the Academic Syndicate (which include representatives from the industry and professional bodies) and the Board of Study for External & Extension programmes of UCSC. BIT By-Laws defines the degree programme including entry and degree awarding criteria. All curriculum revisions, examination schedules, examiners list including qualifications of external personal, examination results and student awards are submitted for approval by all the authorities concerned. For operation purposes an External Degree Centre is set up in Colombo, but outside the University premises and it is operated with the assistance of academic and course coordinators, the Examination Branch, e-Learning Centre, Network Operating Centre and Web Master of UCSC.

**Staff**

The expertise of more than 20 PhD, 05 MPhil, 20 MSc and 03 MBA drawn from the University of Colombo, other Sri Lankan Universities and the ICT industry are associated with the programme. Academic, Year and Course coordinators and Subject matter experts look after the curriculum, course content, assessments, examinations and results. Staff from the Universities of Colombo, Peradeniya, Ruhuna and Jaffna are involved in running the examinations in Colombo, Kandy, Galle and Jaffna respectively. The Dubai branch of the Institute of Incorporated Engineers of Sri Lanka conducts the examinations in Dubai.

**Facilities**

A Virtual Learning Environment (VLE) is provided for student learning and for social networking. LMS assists the students to access interactive learning material which is focused on activity based learning, student manuals, teacher slides, self-evaluating quizzes and assessments. Further support is given to students by the regular TV programme telecast over TV Lanka and video lectures through UCSC Internet based TV channel. Most recommended textbooks are low cost Indian editions and they too have been made available in many public libraries throughout the country in response to student requests. However, textbooks are not published by UCSC as in traditional distance education programmes.

**Training Institutes**

Many training institutes offer face to face classes and learning support for BIT students. Over 200 institutes had participated in this process with around 50 institutions in some academic years. UCSC does not accredit any of these institutions but have recognized their contributions for the success of the programme. Each year UCSC publish the summary of examination results for each course by institute so that the candidates can identify the available institutions and plan their learning mode. More than half the students study on their own with the help of the LMS and online/recommended material. In the last academic year 20 institutions from 9 districts conducted training and among them 05 institutions were involved in teaching for all



three years. Some institutions offer full or half scholarships for BIT students particularly if they are current undergraduates following other degree programmes. UCSC conducts a meeting with all training institutes every semester and obtain their feedback and brief on future directions. Some of the Alumni have joined or formed training institutes. Although the UCSC facilitated the formation of a BIT Alumni Association it is not functioning as most graduates do not know each other.

### **Curriculum Design, Content and Review**

All BIT courses are offered on Semester basis except for the Final Year Project which spans the entire Year with bi-weekly progress monitoring. BIT curriculum consists of a very detailed syllabus that specifies learning outcomes, time allocations, reference resources including page numbers of recommended and supplementary reading, and evaluation methods. BIT curriculum has been constantly reviewed with major revisions introduced every three years and minor modifications annually. These regular changes have helped UCSC to meet student, industry and institute needs without delays. Development of e-learning content is done by a team that includes fulltime staff paid through foreign project funds. BIT offers a flexible study programme where students can sit only for courses they are prepared for and they can take any number of years to complete the programme.

### **Teaching and Assessment Methods**

UCSC does not teach for the BIT programme, but does support student learning through their VLE. Subject matter experts from the academy and mentors from the industry are part of this VLE. The development and maintenance of the VLE is carried out by instructional designers, developers and system administrators. All courses have a pool of academics lead by a course coordinator. All Year 1 courses are of type MCQ – Multiple choice questions and all Year 2 courses are of type MCQ and structured. Final year examinations are of type structured, except for the industry based project which consists of a dissertation and a viva with a demonstration and code checking. Although submission of project proposal and progress reports are monitored UCSC does not provide individual feedback until the final evaluation. Students finds

their own project topics, supervisors and clients, sometimes with the assistance of the training institutes or otherwise through friends or workplace. All examination papers are moderated and scrutinised externally. Sample examination scripts are second marked with all being doubled checked for accuracy. All examination papers and model answers are published on the web, requesting students and teaching institutes to provide feedback. Based on feedback sometimes the model answers and marking schemes are modified. All written examinations are conducted at the same time despite use of centres outside Sri Lanka. Time to time feedback is obtained from students through questionnaires, but it is not mandatory to participate.

### **Admissions**

Admission to the BIT programme is open for any student with 3 A/L passes. For those who do not meet this requirement an alternate entry path called Foundation in IT (FIT) is offered by UCSC. FIT aims on creating computer awareness together with skills in Mathematics and English. It consists of one year of course content but most students would have learned most of the content during their secondary education. BIT also recognises other alternate qualifications with a minimum of one year duration. However, such students have to pass an aptitude test conducted by UCSC. All alternate paths have been approved by the Senate. Academic year always begins on 1<sup>st</sup> October and Semester examinations are held in March and August. Applications for the BIT programme are accepted online.

### **Financial resources and management**

Annual registration fee is around Rs. 2,500/- and a student has to pay around Rs. 10,000/- to complete one full years course work. Fees for examinations are paid per chosen course and at the time of applying for the examination. Students who opt to study at training institutes usually pay around Rs. 4,000/- per course. Students usually do not have any financial issues as they are able to study while working. Despite charging such low fees BIT is full financially self managed programme with no dependency and use of government funding. UCSC has been successful in securing donor funded projects (SIDA, JAICA and IDRC) that contributed directly to the development of the e-learning centre, their staff and learning resources. Course material

and resources produced through BIT is shared with internal students of UCSC and income generated is used for the development of the UCSC and staff welfare. To make the involvement with the BIT programme attractive staff is paid at industry rates for their services which is higher than the UGC approved rates. Financial and administrative autonomy has helped UCSC to implement such schemes with fewer obstacles. However, work put by the staff is not recognised as part of their workload.

**Future plans and prospects**

UCSC is continuing improving the VLE of BIT and always looking at ways of addressing typical distance education programme issues in high dropout rates and low pass rates. They have automated most of their processors, particularly the marking of Year 1 examination scripts. Some industry personal have indicated their preference to recruit BIT graduates than the internal three year graduates with student attitudes and skills contributing towards that.

The Faculty of Science is planning a BSc on e-learning and marketing platforms, to be started with collaboration with SLT-Mobitel.

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## Domain 8

### University/ Industry/ Community/ Other Extension Activities

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University of Colombo (UOC) has taken a number of steps to introduce vast array of programs to enhance the interaction of the university with external parties such as the community and industry.

A questionnaire was used to gather information from all departments, institutes, centers and units functioning under the UOC. Information on links with industry, community involvement and service, consultancy, and programs conducted were gathered from 2005-2009. The programs conducted were subcategorized into national programs, training programs and extension programs during data collection.

Although a central unit is not established for university-industry-community interactions, the study indicated that different departments, institutes, centers are involved in carrying out various activities towards the society. The number of interactions with outside community by individual departments/campus/institutes/centers/units at the University of Colombo from 2005-2009 are summarized in Table 8.1. Details of these activities are compiled in a 48 page document and can be made available to the QA committee upon request.

Publicity and recruitment of such activities are given mainly via newspaper advertisements, the website (<http://www.cmb.ac.lk/>) and brochures.

This report presents the activities conducted by individual departments in the 7 faculties of the UOC, Campus, Institutes, Centers and the Units respectively.

Of the 9 departments at the Faculty of Arts 6 departments have contributed towards the university-industry-community interactions. Department of English and Department of Economics have conducted 10 programs towards the industry. The programs conducted by the Department of English are mainly to improve English communication skills of employees of industries. Community involvement and services conducted by the Department of English amounts to 13. Further the English Department has conducted a diploma in English for teachers

of English and many certificate courses. Department of Economics conducts a Diploma in micro finance. Department of Sociology has conducted programs to enhance the social skills of probationary prison officers over the years. Further the same department was involved in an ADB funded road net work improvement project, Sociological research related to pipe water supply, Colombo Katunayake express way at Katunayake end resettlement plan and several other consultancies. Department of Sinhala serves as a member of the editorial board in editing classical text. Department of Demography has successfully conducted a certificate course on methods of survey research & survey data analysis using SPSS several times and has held a workshop in “Application of research methods in social sciences” as national programs. Department of Political Science was involved in public policy curricula development in political science and public policy in 2009.

There are 6 departments under the Faculty of Management and Finance. Department of Business Economics, Department of Human Resource Management and Department of Marketing together with Sri Lanka Institute of Printing conduct diploma courses in Printing Technology & Management and Visual Communication & Management. Department of Marketing has organized charity work with the involvement of students such as donations to orphanages, blood donation activities towards needy the community. Department of Accounting was involved in providing training on accounting and financial management for accounting staff of local government authorities. A national program on “Management Skills Development” was jointly organized by the Department of Business Economics, Department of Marketing and the Department of Human Resource Management in 2009.

Six departments of the Faculty of Science have positively contributed towards the university-industry-community interactions. Department of Plant Sciences has conducted 3 industrial projects. The Departments of Chemistry and Statistics and Computer Studies have had numerous interactions with the industry and the amounts of industrial interactions are 69 and 19 respectively. The Department of Chemistry has a collaboration with Ministry of Industry for a testing center. It is worth referring to the supporting documents to have an idea about the list of industries. Departments of Plant Sciences together with the Weligatta Community Center

(now the IARS) has taken biotechnology to the rural sector where training/ planting material to the farming community are provided. Department of Chemistry has conducted “chemistry magic shows” in schools at various parts of the country to enhance the student enthusiasm in studying chemistry. Department of Plant Sciences has conducted a consultancy service for LOLC and Department of Statistics and Computer Studies has provided statistical advice for toxicological research. Department of Statistics has also conducted several training programs on the data analysis using SPSS. Department of chemistry has also conducted a national program on “Analysis and modeling of water quality in Kala Oya basin”. Department of Mathematics has conducted competitions SLMC/SLMCC, prepared school students for IMC and accompanied Sri Lankan team to IMC in different parts of the world. Several departments at the faculty of science have been involved in conducting training workshops for GCE (A/L) teachers in their respective fields in science discipline. Department of Physics has conducted training courses on microcontroller programming and its applications, training program on lightning protection and workshops on electronic design automation with Cadence Orcad over the last 5 years. The same Department has also conducted a certificate course in applied electronics and automation technology. Departments of Plant Sciences has conducted the diploma in biodiversity management and recently launched the online certificate course in bioinformatics. Department of Chemistry has conducted a diploma in radiation protection. Department of Zoology had contributed to numerous national scale programs such as environmental policy development, environmental management, elephant conservation, diagnosis of malaria, training of health service workers for malaria research.

In order to formalize these industry/community interactions by the Faculty of Science, the University of Colombo Science & Technology cell (UCSTEC) was established in 2009. The objectives of the UCSTEC are to advance the frontiers of science and technology to improve the economy of Sri Lanka, to gain experience and knowledge to further the university's educational programs and to enhance national capacity for community development through transfer of modern technology.

The Department of Law, which is the only department in the Faculty of Law is conducting programs to train students as legal assistants in the justice program. Further the department has provided legal aid to improve legal literacy among the individuals in the estate sector. Department of Law has also conducted public awareness programs such as “National Law Week”. The Department has also started a distance learning program recently.

Faculty of medicine serves the public by conducting various activities. Our study indicates that of the 14 departments in the faculty, 5 are involved in the university-industry-community interactions. The clinical departments of the Faculty of Medicine (Clinical Medicine, Surgery, Obstetrics and Gynaecology, Paediatrics and Psychological Medicine) have direct involvement in provision of patient care in the National Hospital, Colombo and associated hospitals- Clinical staffs of these departments are directly responsible for the care of patients in these disciplines. The Department of Pharmacology has conducted an industrial project for Asian Chemistry Industries. Department of Parasitology has conducted several screening programs for the diagnosis of malaria and leishmaniasis. The department has undertaken to train personnel in diagnosis of malaria as well. Department of Pathology has provided the diagnostic cytopathology, histopathology and haematology services to the patients. Department of Pharmacology has published the diabetes handbook and 7 leaflets in diabetes in Sinhala, English and Tamil to educate the public. Further, the department was involved in capacity building of health professionals to improve service provision for the community. The department has also organized programs to enhance the awareness on non-communicable disease prevention and control such as hypertension prevention and control. The Department of Clinical Medicine acts as national advisor for the Health Ministry. Further the department also plays an advisory role in drug evaluation, outbreak control SARS, Bird flu and vaccine reactions. The Department of Clinical Medicine has contributed towards the kidney transplantation program as well. The Department of Pathology is a member of technical advisory committee in medical clinical testing, Sri Lanka Accreditation Board. The Department provides consultancy cytopathologist for Family Planning association of Sri Lanka and provides consultancy services for national committee for pap smear screening for well women. Department of Pathology also plays an advisory role in the diagnosis of referral cases.

Department of anatomy has been providing clinical genetics and counseling (since 1983), cytogenetic testing (since 1983) and molecular genetic testing services (since 2006) on an ongoing basis. The Department of Clinical Medicine conducts post graduate diploma in health development and several diploma programs. The Department of Pathology conducts extension programs on Immunohistochemistry based on tumour diagnosis and prognostic markers.

Further, the behavioral science stream of the faculty of medicine has conducted a workshop on ethics in physiotherapy practice for practicing physiotherapists in the year 2009.

The Faculty of Graduate Studies of the University of Colombo (FGS-Colombo) is one of the leading postgraduate institutions in Sri Lanka. FGS offers a diverse range of specialized postgraduate study programs in the applied social sciences, business studies, and international affairs. With state-of-the-art educational methods, FGS-Colombo study programs are designed to help today's knowledge worker meet the challenges of the future.

UOC has one campus, Sri Palee campus located away from the main university complex. Sri Palee campus has undertaken media training internships over the last five years. Further, they conduct certificate courses in English and IT.

The UOC has seven institutes and one institute is now upgraded to a School. University of Colombo School of Computing (UCSC) has undertaken number of consultancy services both in public and private sectors (Table 8.1). Some of these services are tender evaluation, systems recommendation, software project consulting, feasibility studies, acceptance testing for computer hardware & software, planning and conducting of recruitment testing. Software Development Unit of UCSC had produced low cost software with most suitable technology for the public sector. They have conducted these services for places like Asia foundation, Virtual village, Department of Coastal Development, National Authority on Tobacco and Alcohol, Juliyes & Creases etc. The UCSC developed, Document Management System (eDMS) for Birth Marriage & Death Certificates enables issue copies of birth, marriage, death certificates within 2 minutes in many DSs in the country. UCSC has also worked on the farmers' pension system and insurance system. At national level, UCSC had processed and released the election results



to the media at presidential elections, had conducted In Country Training Programme in e-Learning Technology, produced the pharmaceutical distribution system for Western Provincial Council and had conducted many projects for ministries such as the Ministry of Livestock Development. Training programs conducted by UCSC are many. Teacher training program, training personal computer applications, digital video production & animation, computer aided drafting, java application development, Unix/Linux network & system administration, is some of the training programs facilitated by UCSC.

The UOC started an agricultural project at Weligatta in 1999 and later it was developed into a center to work with the farmers under Mau-Ara irrigation project to introduce modern agro-technology. The tissue culture laboratory at the centre produces planting material for the farmers. Recently the centre was upgraded to an institute called Institute of Agro-technology and Rural Science (IARS). At present, it produces 25,000 tissue cultured banana plants per month and sells at a very nominal fee for the farmers. The institute aims to offer certificate, diploma and later degree level programs on agro technology for the farming community. The model of life-long learning through open distance learning (ODL) is a major component in teaching and learning processes of this Institute.

The National Institute of Library and Information Sciences (NILIS) has conducted many workshops, conferences and exhibitions with the view to improve library and information studies education of librarians and paraprofessionals. The institute also has conducted programs on managing multimedia centers, managing e- resources, writing & publishing academic papers. Further in the year 2009 they held the NILIS Research Symposium.

The Institute of Human Resource Advancement (IHRA) earlier known as Institute of Workers Education (IWE) serves the community by way of conducting different programs to enhance the employability of graduates and undergraduates in the country. Some of such programs are diploma in drug abuse management studies, diploma in rural development studies, diploma in health promotion, certificate course in computer applications and driving and road safety instructors training. IHRA was also involved in projects like developing GIS based edu-tourism

systems, evaluating the Dahasak Gam Naguma and Gurupahayen Ranpahayata community development project under the Rural Industries and Village Re-awaking Program.

Postgraduate Institute of Medicine (PGIM), Institute of Indigenous medicine (IIM) and Institute of Biochemistry, Molecular Biology and Biotechnology (IBMBB) are the other 3 institutes of the UOC which is set up to serve the community better with its expertise in respective fields.

The UOC has 5 centers. The Staff Development Centre (SDC) is committed to training and development of human resources not only in the University of Colombo but also in all other Universities in Sri Lanka. The activities target academic, administrative, clerical and other skilled and unskilled personnel. The SDC continued to diversify its programs with the intention of providing benefits to a larger group and entered into a new direction by concentrating on young teachers and senior students.

Colombo University Community Extension Centre (CUCEC) provides an institutional base for academics to actively participate in research based community development activities. Over the years the centre was involved in project related to tsunami, poverty reduction, illicit liquor and child & women trafficking.

The National Education Research and Evaluation Center (NEREC) was established with the assistance of the World Bank in the year 2000 in the Faculty of Education. The General Education Project 2 and the Teacher Education and Teacher Deployment Project of the Ministry of Human Resource Development, Education and Cultural Affairs provided the basic support in terms of financial assistance to establish the NEREC. The main objective of the NEREC is to be engaged in Research in the field of Education and provide advice to Education planners. Educational Testing, Evaluation and Training are its other functions.

The Centre for the Study of Human Rights (CSHR) was established in 1991 at the Faculty of Law with the objective of contributing to and promoting human rights educational and research activities for the university-community as well as the public at large. To promote greater public awareness and recognition of human rights issues, the CSHR conducts structured programmes

for various target groups. It provides an internship programme for law graduates as well as overseas graduates. The CSHR conducts a human rights training programme for newly passed out lawyers on human rights litigation as well as a Diploma programme for human rights activists. The Centre hosts a library which contains a good collection of books, journals and reports on national, international and comparative human rights law and related subjects. It offers reading, reference and photocopying services to the University Community and the members of the public.

Further the UOC has several units, the Medical Education Development and Research Centre (MEDARC) was established to support the curriculum change of the Faculty in 1995. Today it has developed into a national centre for medical education. MEDARC provides educational support to the Faculty as well as to other medical faculties in the country and the Post Graduate Institute of Medicine. It has many collaborations with local, regional and international institutes of health, medicine and medical education. Further MEDARC has conducted Tsunami relief program for Tsunami affected communities and had contributed towards implementation of national disaster management plan, in collaboration with the Disaster Management Centre, Ministry of Disaster Management and Human Rights

The Human Genetics Unit of the Faculty of Medicine is the only centre in Sri Lanka dedicated to provide clinical genetic services including genetic testing and genetic counseling. In addition the unit conducts both undergraduate, postgraduate, and CME courses in genetics for medical and allied health professionals and programs aimed at raising genetic awareness among the public. The unit also plays in advocacy to make genetic services available to the people of Sri Lanka and contributes to policy formation in the field of genetics in Sri Lanka.

The Virtual Learning Centre at the Faculty of Medicine began as the Computer-aided Learning Laboratory in 2001. It offeres webpage development, webpage hosting, learning material development and conducts training workshops.

The Audio Visual Unit was established in the Faculty of Medicine, in 1999 as the first ever Sri Lankan AVU (Audio Visual Unit) dedicated to medical education. At present the unit has about 30 VCDs available for the public on medically related topics.

Family Medicine unit at the Faculty of Medicine plays a role in conducting on line distance education program for the General Practitioners.

**Table 8.1: The number of interactions with outside community by individual departments/campus/institutes/centers/units at the University of Colombo from 2005-2009**

Department/ campus/ Institute/ Centre/ Unit	Links with industry	Community involvement and service	Consultancy	National programs	Training programs	Extension programs
<b>Faculty of Arts</b>						
<b>Department of Demography</b>	-	-	-	-	04	-
<b>Department of English</b>	05	13	-	01	-	07
<b>Department of Economics</b>	05	-	-	-	-	14
<b>Department of Political Science Public Policy</b>	-	-	-	-	-	01
<b>Department of Sinhala</b>	-	-	-	02	-	-
<b>Department of Sociology</b>	-	05	06	05	05	-
<b>Faculty of Education</b>						
<b>Faculty of Management &amp; Finance</b>						
<b>Department of Accounting</b>	-	-	-	-	01	-
<b>Department of Business Economics</b>	05 (d)	-	-	-	01	-
<b>Department of Human Resource Management</b>	05 (d)	-	-	-	01	-

Department of Marketing	05	c	-	-	01	-
<b>Faculty of Science</b>						
Department of Plant Science	05	04	01	-	01	03
Department of Chemistry	69	21	-	01	02	02
Department of Mathematics	n	p	-	07	-	01
Department of Physics					07	08
Department of Statistics	19	-	02	-	04	-
Department of Zoology	-	n	-	n	n	N
<b>Faculty of Law</b>						
Department of Law	09	01		02		01
<b>Faulty of Medicine</b>						
Department of Anatomy	-	n	-	-	-	-
Department of Clinical Medicine	-	-	06	08	09	07
Department of Parasitology	-	15	-	05	02	-
Department of Pathology	-	05	05	04	04	05
Department of Pharmacology	01	04	01	01	03	-
SRI PALEE CAMPUS	05	-	-	-	-	03
<b>INSTITUTES/SCHOOLS</b>						
University of Colombo School of Computing (UCSC)	65	05	45	26	43	25
Institute of Human Resource Advancement (IHRA)	02	04	02	02	03	15
National Institute of Library and Information Science (NILIS)	-	-	-	-	18	01

<b>Institute of Agro-Technology and Rural Sciences (IARS)</b>	-	05	05	-	01	05
<b>CENTRES</b>						
<b>Colombo University Community Extension Centre (CUCEC)</b>	-	-	-	08	-	-
<b>Social Policy Analysis Research Center (SPARC)</b>						
<b>Medical Education Development and Research Center (MEDARC)</b>	-	01	04	02	-	-
<b>UNITS</b>						
<b>Family Medicine Unit</b>	-	02	-	-	-	-
<b>Human Genetics Unit</b>	02	n	-	n	-	-

n = specified number is not given

p = student projects

c = charity

d = diploma courses

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## CONCLUSION

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Based upon its strong historical roots and traditional values built up over the years, the University of Colombo has evolved into a modern, forward thinking educational and research institution with a strong commitment towards producing high quality graduates who's skills and training go beyond a conventional academic education, towards fostering high quality research of national and global relevance, and towards being of service to a community greatly in need of academic guidance. Building on its previous stature as a premier academic institution in the country and in Asia, over the past five years the University has made considerable strides towards achieving excellence in all these aspects, through a well coordinated Corporate Plan. Rather than to striving to achieve short sighted objectives lacking in sustainability, the priority of the University has throughout been excellence, and hence the focus has been to develop a strong and well thought out infrastructure to achieve these goals. Inevitably this means that some of our plans are yet to reach perfection, but the mechanisms are in place and underway. The achievements so far are considerable.

The true strength of an institution can only be realized when the institution is willing to identify its weaknesses and shortcomings, for only then could these be overcome. The self evaluation detailed above makes it clear that the University of Colombo has put in place a variety of mechanisms to ensure that its weaknesses are identified and remedial measures are initiated. It is natural that some of the shortcomings are difficult to overcome in the short term, because of their inherent dependence on a variety of other factors beyond the control of University; however the processes towards overcoming these weaknesses and shortcomings are clearly in place, and the policy of transparency ensures that the administration and academics are fully aware and informed regarding them.

Undergraduate and postgraduate courses are offered by the University in a wide range of disciplines. In recognition of the fact that for courses to be more effective and relevant to the graduates as well as employers, greater autonomy is required by those conducting courses, the University has diversified from the conventional Faculties, as a result of which there are many

institutes and centres, with varying degrees of administrative and financial independence. High standards of education are achieved across the faculties, institutes and centres by a process of central governance by the University Senate, as well as through the numerous administrative and regulatory committees and bodies at University level such as Deans Committee, and at faculty level such as Faculty Boards, Boards of Study and Management, Curriculum Development and Evaluation Committees and Research and Higher Degrees Committees. In recent years, more flexibility has been offered in the courses being provided, taking away the previous rigid and unimaginative curricula. Standards of assessments have, over the years, become much more structured and objective, with safeguards to prevent unfair treatment towards students. In keeping with the adage "*Be not the first by whom the new are tried, nor yet the last to lay the old aside*" (Alexander Pope, 1711) the University has not been slow in adopting new strategies for teaching and learning, while always making sure that these changes are appropriate to and effective in our setting. To ensure this, a continuous process of self evaluation of new courses and teaching methodologies is in place. Overall, feedback from employers both within the country and overseas has validated our claim that our graduates are of extremely high quality.

The entrance of information technology and computers into education, as well as research, has had huge impacts on universities worldwide. The University of Colombo has recognized the importance of IT in education, and has made pioneering efforts in developing both IT knowledge and skills, as well as the use of IT as a tool for education. Considerable emphasis has been placed on strengthening IT infrastructure and internet access across the University. Moving even further, the establishment of distance education courses has been a key focus point for the University, with the ultimate aim of establishing a virtual campus which will open the doors of education to the multitudes who are qualified but are unable to gain entry to the universities because of limitations of facilities.

Research is a cornerstone of any university. The University of Colombo has shown an excellent and diverse research output, with considerable relevance nationally and globally. While the average citation indices could be higher than the numbers achieved, the overall impact on



research made by the University is commendable. However, although there are several research groups and research units within the University, much of the research output is through the dedicated work of individual researchers. While this is commendable, the research strength and the research culture of the University would arguably be greater if more collaborative research could be encouraged. Another significant limitation to research is the difficulties in obtaining funding for research, and a large amount of research is done with very limited funding- this could have an impact on the overall quality of research.

Given the size and diversity of the University, the administration and financial services function considerably well, although shortcomings attributed to lack of communication has been highlighted. Admittedly, further training of administrative staff within the University will help to improve the efficiency of the administration. The introduction of the Higher Education Management Information System (HEMIS) is expected to streamline some of these aspects.

One of the main limitations the University faces is the lack of funding. The heavy dependence on Treasury funding for its routine running is the prime reason for this. The University has made considerable advances in income generation, although this is quite variable between different faculties and institutes given their different strengths and opportunities. Many activities are underway to increase funding through income generation in the University.

One of the areas which has recently gained a lot of progress in the University is the establishment of International Unit and strengthening of University-community and university-industry links and collaborations. Many collaborations and projects have been successfully undertaken with the emphasis of transferring technology and academic expertise to the grass-root level. Lack of space is a major constraint to expand.

The International Unit of University of Colombo has developed partnerships with foreign Universities and Centres of academic excellence, aiming towards international mobility of students, staff and cultural exchange. The flagship programme is the student mobility programme with La Trobe University and University of Melbourne for students obtain credits

towards their degree. This International transfer of credits is a novel transition in the history of this University.

In a large institution of this nature, the contributions made by different members of staff towards its efficient running are immense. While there are degrees of variability in the aspirations and motivation of different staff members, on the whole the University has a large number of capable, dynamic and dedicated academics, administrative and support staff who contribute greatly to the University's driving goals.

Strong leadership, which recognizes the importance of commitment, farsightedness, discipline, honesty and equity has also helped push the University rapidly towards new dimensions of growth. With excellence being the keyword, the University next looks forward to achieving a high level on the international university ranking systems.

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Institutional Review team acknowledges the valued cooperation and assistance given by the Departmental Coordinators during the process of collecting information of the Departments.

Departmental Coordinator	Designation	Representing Department	Faculty
Dr. M.M.Dissanayaka	Senior Lecturer	Department of Anatomy	Faculty of Medicine
Dr. M.C. Weerasinghe	Senior Lecturer	Department of Community Medicine	Faculty of Medicine
Dr. Buddhika Weerasundera	Senior Lecturer	Department of Forensic Medicine	Faculty of Medicine
Dr. Prasad Katulanda	Senior Lecturer	Department of Clinical Medicine	Faculty of Medicine
Dr. Channa Senanayake	Senior Lecturer	Department of Microbiology	Faculty of Medicine
Dr. Athula Kaluarachchi	Senior Lecturer	Department of Obstetrics and Gynaecology	Faculty of Medicine
Prof. M.Senanayaka	Senior Lecturer	Department of Paediatrics	Faculty of Medicine
Dr. Shamini Gunawardana	Senior Lecturer	Department of Parasitology	Faculty of Medicine
Dr. A.A.H.Priyani	Senior Lecturer	Department of Pathology	Faculty of Medicine
Dr. Chamari Lauchana Weeraratne	Senior Lecturer	Department of Pharmacology	Faculty of Medicine
Dr. P.M.Atapattu	Senior Lecturer	Department of Physiology	Faculty of Medicine
Prof. D.Samarasinghe	Senior Lecturer	Department of Psychological Medicine	Faculty of Medicine

Departmental Coordinator	Designation	Representing Department	Faculty
Dr. Malik Samarasinghe	Senior Lecturer	Department of Surgery	Faculty of Medicine
Dr. J.Wijayabandara	Senior Lecturer	Department of Pharmacy	Faculty of Medicine
Dr. Prithi Zoysa	Senior Lecturer	Animal House	Faculty of Medicine
Mrs. D.C. Kuruppu	Senior Assistant Librarian	Medical Library	Faculty of Medicine
Dr. Pujitha Wickramasinghe	Senior Lecturer	Photographic Unit	Faculty of Medicine
Dr. Rose Peris	University Medical Officer	University Medical Officer	Faculty of Medicine
Dr.Vajira Dissanayake	Senior Lecturer	Human Genetics Unit	Faculty of Medicine
Dr. Indika Karunathilaka	Senior Lecturer	MEDARC	Faculty of Medicine
Dr. P.Gallappathi	Senior Lecturer	Behavioural Science Stream	Faculty of Medicine
Dr. R. Haniffa	Senior Lecturer	Family Medicine Unit	Faculty of Medicine
Dr. E.L.F.J.Perera	Senior Lecturer	Demography	Faculty of Arts
Prof.Siromi Fernando	Professor of English	English	Faculty of Arts
Dr.Amala de Silava	Senior Lecturer	Economics	Faculty of Arts
Dr.Chandana Aluthge	Senior Lecturer	Economics	Faculty of Arts
Mr.L.Manawadu	Senior Lecturer	Geography	Faculty of Arts

Departmental Coordinator	Designation	Representing Department	Faculty
Dr.Janaki Jayawardana	Senior Lecturer	History & International Relations	Faculty of Arts
Dr.Ajantha Hapuarachchi	Senior Lecturer	Journalism	Faculty of Arts
Dr. M.S.Anees	Senior Lecturer	Political Sciences Unit & Public Policy	Faculty of Arts
Ms.Kumudu Ranaweera	Senior Lecturer	Sinhala	Faculty of Arts
Mr.N.Gafoordeen	Senior Lecturer	ICV Unit	Faculty of Arts
Prof.Ramani Jayathilake	Professor of Sociology	Sociology	Faculty of Arts
Mr. Satyajit Maitipe	Instructor In English	ELTU	
Prof.W.P.G. de Alwis	Associate Professor	Educational Psychology	Faculty of Education
Mr.L.M.K.Banadara	Lecturer - Non Formal Education	Humanities Education	Faculty of Education
Prof.W.G.Karunaratne	Associate Professor	Science & Technology Education	Faculty of Education
Dr.A.Hettige	Senior Lecturer	Social Science Education	Faculty of Education
Mr.R.M.R.B.Rajapakse	Senior Lecturer	Accounting	Faculty of Management & Finance
Mr.M.A.Y.D.Madurapperuma	Probationary Lecturer	Business Economics	Faculty of Management & Finance
Prof.W.P.G. de Alwis	Senior Lecturer	Management & Organization Studies	Faculty of Management & Finance

Departmental Coordinator	Designation	Representing Department	Faculty
Mr.D.L.P.M.Ratnasinghe	Senior Lecturer	Finance	Faculty of Management & Finance
Dr. Nimal Navarathne	Senior Lecturer	Human Resources Management	Faculty of Management & Finance
Ms.U.K.M.I.Udunuwara	Senior Lecturer	Marketing	Faculty of Management & Finance
Dr.Shamala Tirimanna	Senior Lecturer	Plant Science	Faculty of Science
Prof.D.P.Dissanayake	Professor of Chemistry	Chemistry	Faculty of Science
Dr.A.D.W.Karunathilake	Senior Lecturer	Mathematics	Faculty of Science
Dr.K.A.I.L.Gamlath	Senior Lecturer	Physics	Faculty of Science
Prof.M.R.Sooriyaarachchi	Senior Lecturer	Statistics & Computer Science	Faculty of Science
Prof.M.Premawansa	Senior Lecturer	Zoology	Faculty of Science
Prof.P.Mahawatta	Associate Professor	Nuclear Science	Faculty of Science
Mrs.Jeeva Niriella	Senior Lecturer		Faculty of Law
Mr. Sarath Vidanagama	Consultant - Graduate Studies		Faculty of Graduate Studies
Dr. Ranjan Hettiarachchi	Senior Lecturer	Mass Media	Sri Palee Campus

Unit Coordinator	Designation	Representing Institute/Center
Dr. G.N. Wickramanayake	Senior Lecturer	University of Colombo School of Computing
Ms. K.P. Mathotataarachchi	Probationary Lecturer	Institute of Human Resource Advancement
Dr. S.V. Kamal	Senior Lecturer	Institute of Indigenous Medicine
Dr. M.H.M. Nazeem	Senior Lecturer	Institute of Indigenous Medicine
Mr. B.G. Chandradasa	Deputy Registrar	Post Graduate Institute of Medicine
Mr. P.G. Pemadasa	Senior Lecturer	National Institute of Library & Information Sciences
Dr. Jagath Weerasena	Senior Lecturer	Institute of Biochemistry, Molecular Biology & Biotechnology
Dr. C.M. Nanayakkara	Senior Lecturer	Institute of Agro Technology & Rural Sciences
Mrs. YMSK Weerakoon	Senior Lecturer	Staff Development Centre
Dr. Athula Ranasinghe	Senior Lecturer	Social Policy and Research Centre[SPARC]
Dr. Ganeshmoorthy	Senior Lecturer	Community Extension Centre[CAUCEC]
Dr. M. Karunanidi	Director	National Education Research and Evaluation Center[NEREC]
Mrs. P. Wijetunga	Acting Librarian	Main Library

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**Appendix 1**

Summary Table: Responses to Selected Questions in Questionnaire on General Degrees

(Responses to all questions tabulated in supporting document)

	<b>Arts: 8 Departments+1 Unit</b>	<b>Science: 7 Departments</b>
<b>A. Entry</b>		
Are there subject pre-requisites as entry criteria?	Special Intake issue for English/History	Yes
A/L pre-requisite in choosing first year subjects	Yes=2 only for English and Sinhala	Yes= 5
Do students opt to do General degrees?	N = 75%	N = 57%
Should General degrees be continued?	Only 44.4% of departments agree	57% agree
Views on majoring with a minor as an option	33% in favour	57% in favour
Optimal duration of a programmed	3 Years	4 Years
Fixed number for general degree courses	Majority of departments say No	Majority of departments say Yes
<b>B. Programme Design and Approval</b>		
Industry views sought in course design	44.4% respond yes	100% respond Yes
<b>C. Programmed/Subject Monitoring and Review</b>		
Formal process in department to approve new syllabus	100% respond yes	100% respond yes
Formal process in department to approve syllabi annually	100% respond yes	71% respond yes

	<b>Arts: 8 Departments+1 Unit</b>	<b>Science: 7 Departments</b>
Department staff involvement in conducting program	Modal value 4	Modal value 5 (maximum)
Formal process at for reviewing course standard	78% respond yes	86% respond yes
Formal process for reviewing course operations	56% respond yes	100% respond yes
<b>D. Assessment Process</b>		
Degree course involves credit system	No but most departments will shift soon	Yes already in existence
How is GPA calculated	Simple Average	Weighted average
% of marks given for continuous assessment	40% (exception English - 40%-60%)	Maximum 30%
Are continuous evaluations moderated	11% respond yes	57% respond yes
External examiners involved in marking final papers	33% respond yes	86% respond yes
Discrepancy in marks considered to be a problem	15 Marks	5 Marks
Marks are entered by	Lecturer mostly, rarely coordinators	Coordinators
Research component for General Degree	Only 22% respond yes (2 departments)	43% respond yes (3 departments)
Are these research reports supervised	Yes in both departments	Yes in all three departments
Faculty approval for topics and supervisors	Faculty approval only for supervisors	Faculty approval only for supervisors
Does the programme involve internship	No department has internships	43% respond yes (3 departments)

	<b>Arts: 8 Departments+1 Unit</b>	<b>Science: 7 Departments</b>
Pass Mark	40 Marks	50 Marks
Criteria for achieving an A in a specific subject	Over 75 A	
Criteria for first class	GPA over 3.5	
<b>F. Recruitment, Reward and Development of teaching staff</b>		
Is the course taught jointly with another faculty	11% respond yes	14% respond yes
Is the course taught jointly with another organization	All respond No	29% respond yes
Are the payments to visiting staff attractive	11% respond yes	All respond No
Is workload of staff determined taking supervision into account	44% respond yes	86% respond yes
<b>G. Feed back and verification Mechanisms</b>		
Student feedback forms used to assess courses	44% respond yes	29% respond yes
Meetings at end of semester used to assess courses	33% respond yes	43% respond yes

**Appendix 2**

Summary Table: Responses to Selected Questions in Questionnaire on Special Degrees

(Responses to all questions tabulated in supporting document)

	<b>Arts</b>	<b>Education</b>	<b>Management</b>	<b>Science</b>
<b>A. Entry</b>				
Minimum criteria specified in faculty by-laws	50%	100%	33%	100%
Criteria used higher than minimum criteria due to demand	88%	100%	33%	71%
Criteria sometimes relaxed due to demand/availability of places	38%	100%	100%	0%
Fixed number for special degree each year	63%	100%	0%	86%
How well does number selected fit in with national need (max=5)	mode = 4	mode = 2	modes = 1, 3	mode = 4
Move towards a policy of all students following special?	Y=13%	Y=100%	Y=100%	Y=14%
<b>B Programme Design and Approval</b>				
Industry views sought in course design	25%	25%	100%	57%
Streams/Sub-specializations adopted	25%	0%	100%	43%
<b>C. Programme/Subject Monitoring and</b>				
Formal process in department to approve new syllabus	88%	100%	100%	100%
Formal process in department to approve syllabi annually	50%	100%	33%	71%
Formal process for reviewing course standard regularly at Dept.	63%	100%	100%	86%
Formal process for reviewing course operations regularly at Dept.	50%	100%	100%	100%

	Arts	Education	Management	Science
<b>D. Assessment Process</b>				
Degree course involve credit system	0%	100%	100%	100%
How is GPA calculated	simple av.	Weighted av.	weighted av.	weighted av.
% of marks given for continuous assessment (mode, freq)	40% (88%)	30% (100%)	40% (100%)	Max 30%(100%)
Are continuous evaluations moderated	25%	0%	0%	86%
Discrepancy in marks considered to be a problem (mode)	15	10	15	5
Research component for Special Degree	100%	100%	100%	100%
Faculty approval for supervisors/topics	0%	100%	100%	14%
Does the programme involve internship?	38%	100%	83%	71%
	<b>Arts</b>	<b>Education</b>	<b>Management</b>	<b>Science</b>
Pass Mark	40	40	40	50
<b>F. Recruitment, Reward and Development of teaching staff</b>				
Is the course taught jointly with another faculty?	13%	100%	83%	29%
Are the payments to visiting staff attractive	0%	75%	0%	0%
Is workload of staff determined taking account of supervision?	63%	100%	83%	71%
Student feedback forms used to assess courses	63%	100%	33%	57%

**Appendix 3**

Summary Table: Responses to Selected Questions in Questionnaires responded to by  
Departments in the Medical Faculty  
(Responses to all questions tabulated in supporting document)

	<b>Medical Faculty</b>
<b>A. Entry</b>	
Are there subject pre-requisites as entry criteria?	Yes
Professional programme so only as a postgraduate?	No
Number enrolled in terms of national needs	3
Faculty-wise policy regarding number enrolled	No (UCC decision)
<b>B. Programme Design and Approval</b>	
Industry views sought in course design	No
Professional Bodies views sought in course design	In some courses
Formal mechanism for approving course design	Major role played by Curriculum Development and Evaluation committee prior to gaining faculty approval
<b>C. Programme/Subject Monitoring</b>	
Formal process in department to approve syllabi annually	No
Department staff involvement in conducting program	Good

	<b>Medical Faculty</b>
Formal process at for reviewing course standard	Yes
Formal process for reviewing course operations	Yes
<b>D. Assessment Process</b>	
Degree course involves credit system	No
How is GPA calculated	Simple average
% of marks given for continuous assessment	10% on first attempt, 5% on repeat
Methods of continuous assessment	Limited
Discrepancy in marks considered to be a problem	15 Marks
Research component in Degree	Some departments only
Pass Mark	50
<b>F. Recruitment, Rewards, staff development</b>	
Are the payments to visiting staff attractive	No
Is workload of staff determined considering supervision	Yes
Industrial placement/secondment used for staff development	No
<b>G. Feed back and verification Mechanisms</b>	
Mechanism for student complaints exists	Yes
Mechanism for student complaints	Staff Group for Student Assistance

**Appendix 4**

Summary Table: Responses to Selected Questions in Questionnaire on Postgraduate Degrees

(Responses to all questions tabulated in supporting document)

	<b>Faculty of Graduate Studies</b>	<b>Post Graduate Institute of Medicine</b>
<b>A. Entry</b>		
Entry criteria	Professional qualifications/academic qualifications. Class helps when there is competition. Similarly work experience can be a plus or can in some cases compensate for lesser academic qualifications	Strictly related to having a degree in that subject or an allied field.  Work experience does not compensate for academic differences
Admission based on	Selection test only for some programmes. All have interviews	Admission test generally held – MCQ type
Policy relating to postgraduate programs	Board of study exists for the Faculty. Each programme has a coordinator  Regular reviews undertaken for different courses	Board of study exists for different disciplines within the PGIM and policy decisions are taken by these Boards of study
<b>B. Programme design and approval</b>		
Formal mechanism for approving the program	Board of study of the FGS, then sent to Senate	Board of Study, then sent to Senate



	Faculty of Graduate Studies	Post Graduate Institute of Medicine
<b>C. Programme/Subject monitoring and Review</b>		
Approval of syllabuses	Board of Study	Board of Study
Formal process for reviewing academic standards of the programme	Board of study involved in this process	Board of study involved in this process
Formal process for reviewing operational aspects of programme regularly	Coordinator, staff of the faculty and Dean involved in the process – no regular process for review but day to day operations kept efficient	Coordinator, staff of PGIM and Director involved in the process, no regular process for review but day to day operations kept efficient
<b>D. Assessment Procedures</b>		
Evaluation process informed to student	Handbook with evaluation process provided to student	Students informed of evaluation process.
Difference in marks considered a problem	15	15
Supervised	Yes, sometimes by two persons	Yes, sometimes by two persons
Length	Significant variation by course	Significant variation by course
Supervisor and Topic have to be approved	Yes by Board of Studies	Yes by Board of Studies

	<b>Faculty of Graduate Studies</b>	<b>Post Graduate Institute of Medicine</b>
Viva voce examination	Only for some courses	Only for some courses
Pass Mark	50	50
<b>F. Recruitment, Rewards and Development of Teaching Staff</b>		
Regular efforts made to upgrade teaching capabilities	Yes	Yes
<b>G. Feedback and verification mechanism</b>		
Student feedback forms a regular feature	Yes	Only in some programmes